






GRADE FIVE

SOL REVIEW FOR UNITED STATES HISTORY TO 1877

GEOGRAPHY (USI.3a) In which areas did the American Indians (First Americans) live?		
Tribe	Where did they settle?	What was their environment?
Inuit	present-day Alaska and northern Canada	lived in the Arctic where the temperature was below freezing 
Kwakiutl	Pacific Northwest coast	rainy, mild climate 
Sioux	interior of the United States, area called the Great Plains	dry grasslands 
Pueblo	in the Southwest in present-day New Mexico and Arizona	desert areas and areas bordering cliffs and mountains 
Iroquois	northeast North America in the Eastern Woodlands	heavily forested 

How did American Indians (First Americans) and Europeans interact with each other? (USI.4b)

Areas of cooperation:

- * Technologies (transportation, weapons, and farm tools)
- * Trade
- * Crops

Areas of conflict:





- * Land
- * Competition for trade
- * Differences in cultures
- * Disease
- * Differences in languages
- * **Spanish**—conquered and enslaved American Indians, brought Christianity, brought diseases
- * **French**—established trading posts, spread Christianity
- * **English**—established settlements, claimed land, learned farming techniques from Indians

How did geography and climate affect how various American Indian (First American) groups met their basic needs? (USI.3b)

- Fished, hunted, and harvested crops for food
- Clothing was made from animal skins and plants
- Shelter was made of resources found in the environment (sod, stones, animal skins, wood)



Why did major European countries compete for power in North America? (USI.4a)

What were the <u>motivating forces</u> for exploration?	What <u>obstacles</u> did explorers face?	What were the <u>accomplishments</u> of explorers?	What regions were explored? (USI.4a)
 Religious - spread of Christianity  Economic - gold, natural resources, trade  Glory - Competitions for empire/belief in superiority of own culture	<ul style="list-style-type: none"> •Poor maps and navigational tools •Disease/starvation •Fear of unknown •Lack of adequate supplies 	<ul style="list-style-type: none"> •Exchanged goods and ideas •Improved navigational tools and ships •Claimed territories  	<ol style="list-style-type: none"> Spain - <i>Francisco Coronado</i> claimed the southwest United States. France - <i>Samuel de Champlain</i> established the French settlement of Quebec and <i>Robert LaSalle</i> claimed the Mississippi River Valley. England - <i>John Cabot</i> explored eastern Canada. Portugal - Made voyages of discovery along West Africa.

What was the importance of the kingdoms in Ghana, Mali, and Songhai? (USI.4e)
Ghana, Mali, and Songhai became powerful by controlling trade in West Africa from 300-1600 A.D.

* They aroused European interest in world resources.

The **Portuguese** carried goods from **Europe to West Africa**. Portugal traded **metals, cloth, and other manufactured goods** for **gold** found in **Ghana, Mali, and Songhai**.



Life in the colonies reflected the geographic features of the settlements. (USI.5b)

	Geography and Climate	Economy	Social Life	Political and Civic Life
New England	<ul style="list-style-type: none"> •Appalachian Mountains •Boston Harbor •Hilly terrain, rocky soil •Jagged coastline •Moderate summers, cold winters 	<ul style="list-style-type: none"> •Fishing, shipbuilding industry, and naval supplies •Trade and port cities •Skilled craftsmen and shopkeepers 	<ul style="list-style-type: none"> •Live in villages •The church is the center of their life •Religious reformers and separatists 	<ul style="list-style-type: none"> •Town meetings
Mid-Atlantic	<ul style="list-style-type: none"> •Appalachian Mountains •Coastal lowlands •Harbors and bays •Wide and deep rivers •Rich farmlands •Moderate climate 	<ul style="list-style-type: none"> •Livestock and grain •Trading •Unskilled and skilled workers •Fishermen 	<ul style="list-style-type: none"> •Live in villages and cities •Have varied and diverse (different) lifestyles •Practice diverse (different) religions 	<ul style="list-style-type: none"> •Market towns
South	<ul style="list-style-type: none"> •Appalachian Mountains •Piedmont •Atlantic Coastal Plain •Good harbors, rivers •Humid climate 	<ul style="list-style-type: none"> •Large farms/plantations •Grew cash crops •Wood products •Small farms •Slavery 	<ul style="list-style-type: none"> •Plantations, mansions •Indentured servants •Few cities, few schools •Church of England very important 	<ul style="list-style-type: none"> •Counties

**Why did Europeans establish colonies? (USI.5a)**

Colony	Reason Settled
Roanoke Island (Lost Colony)	economic venture
Jamestown	first permanent English settlement in North America (1607), an economic venture by the Virginia Company
Plymouth	settled by <i>separatists</i> from the Church of England who wanted to avoid religious persecution
Massachusetts Bay	settled by <i>Puritans</i> who wanted to avoid religious persecution
Pennsylvania	settled by Quakers who wanted freedom to practice their faith without interference
Georgia	settled by debtors who hoped to experience a new life in the colony and economic freedom in the New World

How did people's lives vary among different social groups in colonial America? (USI.5c)

Large landowners	Lived in South, relied on indentured servants and slaves, educated in some cases, had a rich social culture
Farmers	Worked the land and relied on family members for labor for the farm
Artisans	Craftsmen in towns and on the plantation
Women	Caretakers, house-workers, homemakers, could not vote, given little education
Indentured servants	Made a contract to work in return for passage to the colonies - were free at the end of their contract
Slaves	Captured in Africa, sold to slave traders, shipped to colonies - owned as property for life with no rights, children of slaves were born into slavery

What steps did England take to increase control over the colonies? (USI.5d and USI.6a)

Economic relationships

1. England imposed strict control over trade.
Why? England wanted to remain a world power.
2. England taxed the colonies after the French and Indian War.
Why? England needed money to pay for the war.
3. Colonies traded raw materials for manufactured goods. **Why?** The mother country and the colonies were interdependent.

Political relationships

Why did many colonists become dissatisfied with England's control?

1. Colonists had to obey English laws that were enforced by governors.
2. Colonial governors were appointed by the king or by the proprietor of the colony.
3. Colonial legislatures made laws for each colony and were monitored by colonial governors.
4. Colonists opposed taxes and the Proclamation of 1763 which hampered the western movement of settlers. Some colonists resented power of the colonial governors.

PHILOSOPHIES ABOUT GOVERNMENT (USI.6b)

Ideas of John Locke, an English philosopher -

- People have natural rights to life, liberty, and property.
- Government is created to protect the rights of people and has only the limited and specific powers the people consent to give it.



Declaration of Independence says . . .

1. People have "certain unalienable rights" called *life, liberty, pursuit of happiness*.
2. People establish government to protect these rights.
3. Government derives power from the people.
4. People have a right and duty to change a government that violates their rights.

John Locke's ideas were used by Thomas Jefferson in the Declaration of Independence.



Key Leaders in Revolution (USI.6c)

King George III: British king

Lord Cornwallis: British general, surrendered at Yorktown

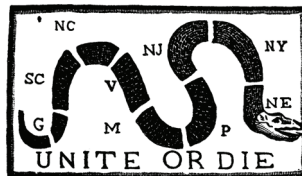
John Adams: Championed independence

George Washington: Commander of the Continental Army

Thomas Jefferson: Major author of the Declaration of Independence

Patrick Henry: Member of House of Burgesses; "Give me liberty or give me death" speech

Benjamin Franklin: Member of Continental Congress; helped frame the Declaration of Independence



Thomas Paine: Journalist, author of *Common Sense*

Phillis Wheatley: A former slave, wrote poems and plays



Paul Revere: Patriot who warned colonists of British arrival

Colonial Advantages in American Revolution (USI.6d)

• Colonists' defense of their own land, principles, and beliefs



• Support from France and Spain



• Strong leadership

Timeline of American Revolution Events (USI.6c)

♦ **Boston Massacre:** Colonists in Boston were shot after taunting British soldiers.

♦ **Boston Tea Party:** *Samuel Adams* and *Paul Revere* led patriots in throwing tea into Boston Harbor to protest tea taxes.

♦ **First Continental Congress:** Delegates from all colonies except Georgia met to discuss problems with England and to promote independence.



♦ **Battle of Lexington and Concord:** Site of the first armed conflict of the Revolutionary War.

♦ **Approval of the Declaration of Independence:** Colonies declared independence from England July 4, 1776.



♦ **Battle of Saratoga:** This American victory was the turning point in the war.

♦ **Surrender at Yorktown:** Colonial victory over Lord Cornwallis marked the end of the Revolutionary War.

♦ **Treaty of Paris:** England recognized American independence in this treaty.

ESTABLISHING A NEW GOVERNMENT FOR THE UNITED STATES

Articles of Confederation (USI.7a)

The **Articles of Confederation** was the first constitution of the United States.

It did not work because it provided for a **weak national government**:

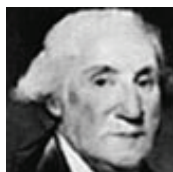
- (1) gave Congress no power to tax or regulate commerce (trade) among the states
- (2) provided for no common currency (money)
- (3) gave each state one vote in Congress regardless of size
- (4) provided for no executive or judicial branch

First Five Presidents (USI.7d)

All of the first five presidents were Virginians except **John Adams**.

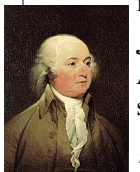
George Washington

- Federal court system was established.
- Political parties grew out of the disagreements between Hamilton and Jefferson.
- The Bill of Rights was added to the Constitution of the United States.
- Plans were initiated for development of the national capital in Washington, D.C.



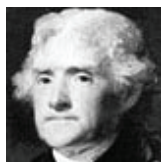
John Adams

A two-party system emerged during his administration.



Thomas Jefferson

He bought Louisiana from France (Louisiana Purchase).



James Madison

The War of 1812 caused European nations to gain respect for the United States.



James Monroe

He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.



The Constitution of the United States of America (USI.7b)

The **Constitution of the United States of America** replaced the Articles of Confederation and created a new type of government called a **federal system**.

Under a federal system of government, power is divided between a national government and the state governments.

Virginia Plan - **James Madison's** plan for a new national government was called the Virginia Plan. It called for separation of powers into three branches of government.

- * **Separation of power** - powers of the government are divided among three branches:
 - (1) legislative branch (**Congress**) makes the laws
 - (2) judicial branch (**Supreme Court**) determines if laws made by Congress are constitutional
 - (3) executive branch (**President**) carries out the laws
- * **Checks and balances** - Each branch can check the power of the other. These checks keep any one branch from gaining too much power.

Amendments to the Constitution

- **Bill of Rights** - Amendments one through ten provide a written guarantee of individual rights and are called the *Bill of Rights*. **James Madison** was the author of the Bill of Rights.

Three amendments passed after the Civil War (USI.10a):

- **13th Amendment:** bans slavery in the U.S. and its territories
- **14th Amendment:** grants citizenship to all persons born in the U.S. and guarantees them equal protection under the law
- **15th Amendment:** ensures all citizens the right to vote regardless of race or color or previous condition of servitude (had been a slave)

Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for Washington, D.C. (USI.7d)



What should be the role of the new United States national government? (USI.7c)

Differing views led to the creation of two political parties:

Federalist Party

Led by **Alexander Hamilton**



- favored strong national government
- wanted limits on states' rights
- favored development of industry on a national scale
- national bank

Democratic Republican Party

Led by **Thomas Jefferson**



- favored a weak national government
- supported states' powers
- favored small business and farmers
- opposed a national bank

What New Territories Were Added to the United States after 1801? (USI.8a)

Louisiana Purchase

Jefferson bought the Louisiana Purchase, which doubled the size of the U.S., from France. In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase from the Mississippi River to the Pacific Ocean.

Florida - Spain gave to the United States through a treaty

Texas - added after it became an independent republic

Oregon Territory - divided by the United States and Great Britain

California - War with Mexico resulted in California and the southwest territory becoming part of the United States.

What factors influenced westward migration? (USI.8b)

- Population growth in eastern states
- Availability of cheap, fertile land
- Economic opportunity: Gold Rush in California, logging, farming, freedom for runaway slaves
- Cheaper, faster transportation (Erie Canal, steamboats)
- Overland trade routes (Santa Fe and Oregon Trails)



Manifest Destiny - the idea that expansion was for the *good* of the country and was the *right* of the country

Compromises (USI.9b)

As people moved into new territory, the North and South disagreed about the spread of slavery. They were forced to **compromise**.

♦ **Missouri Compromise (1820):** Missouri was a slave state; *Maine*, a free state.

♦ **Compromise of 1850:** *California* was a free state. Southwest territories would decide whether or not to have slavery.

♦ **Kansas-Nebraska Act:** People decided issue of slavery (*popular sovereignty*).

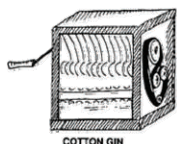
Abolitionists demanded slaves be freed. They believed that slavery was morally wrong, cruel and inhumane, and a violation of the principles of democracy.

Abolitionist leaders: *Harriet Tubman, William Lloyd Garrison, and Frederick Douglass.* (USI.8d)



New Technologies (USI.8c)

Cotton gin - invented by **Eli Whitney**, increased the production of cotton and increased the need for slave labor



Reaper - invented by **Jo Anderson** (a slave) and **Cyrus McCormick**, increased the productivity of the farmer

Steamboat - improved by **Robert Fulton**, it eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories

Steam locomotive - provided faster land transportation



Suffrage Movement (USI.8d)

"All men and women are created equal."

Leaders of the movement to gain women the right to vote were:

*Isabel Sojourner Truth
Susan B. Anthony
Elizabeth Cady Stanton*

Supporters believed that women were deprived of basic rights:

- * Denied the right to vote
- * Denied educational opportunities, especially higher education
- * Denied equal opportunities in business
- * Limited in right to own property

ISSUES THAT DIVIDED THE NATION (USI.9a)

Slavery

The issues related to slavery increasingly divided the nation and led to the Civil War.

- **North** opposed slavery
- **South** supported slavery

Cultural

People of the North and South lived different life styles.

- **North** - an urban society in which people held jobs
- **South** - primarily an agricultural society in which people lived in small villages and on farms and plantations

Economic

People of the North and South had different ways they made a living.

- **North** had manufacturing and favored tariffs to protect factory owners and workers from foreign competition.
- **Southerners** opposed tariffs that would increase the prices of manufactured goods - feared England might not buy cotton if tariffs were added.

Constitutional

The North and South looked upon the government of the United States in different ways.

- **North** believed that the nation was a union and could not be divided - supported a strong central government.
- **South** supported "states' rights." Most southerners believed that states had freely created and joined the union and could freely leave it.

Southern Secession (USI.9b)

Following Lincoln's election, the southern states seceded from the Union. Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War.

Civil War Leaders (USI.9d)**Abraham Lincoln -**

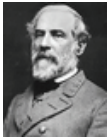
- * President of the United States
- * Issued *Emancipation Proclamation*
- * Determined to preserve the Union, by force if necessary
- * Believed the United States was one nation, not a collection of independent states
- * Wrote the *Gettysburg Address* that said the Civil War was to preserve a government "of the people, by the people, and for the people."

Jefferson Davis - President of the Confederate States of America



Ulysses S. Grant - general of the Union army that defeated Lee

Robert E. Lee - leader of the Army of Northern Virginia



- * Offered command of the Union forces but chose not to fight against Virginia
- * Opposed secession, but did not believe the union should be held together by force
- * Urged Southerners to accept defeat and reunite as Americans

Thomas "Stonewall" Jackson - skilled Confederate general from Virginia



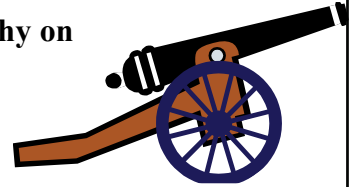
Frederick Douglass - former slave who escaped to the North and became an abolitionist

Major Civil War Battles and Events (USI.9e)

- ♦ Firing on **Fort Sumter, S.C.**, began the war.
- ♦ The first **Battle of Manassas (Bull Run)** was the first major battle.
- ♦ The signing of the **Emancipation Proclamation** made "freeing the slaves" the new focus of the war. Many freed slaves joined the Union army.
- ♦ The **Battle of Vicksburg** divided the South.
- ♦ The **Battle of Gettysburg** was the turning point of the war.
- ♦ Lee's surrender to Grant at **Appomattox Court House** in 1865 ended the war.

Influence of location and topography on critical developments in the war:

- The Union **blockade of southern ports** (Savannah, Charleston, New Orleans)
- **Control of the Mississippi River** (Vicksburg)
- Battle locations influenced by the struggle to **capture capital cities** (Richmond, Washington, D.C.)
- **Control of the high ground** (Gettysburg - the North repelled Lee's invasion)

**GENERAL EFFECTS OF CIVIL WAR (USI.9f)**

- * Families and friends pitted against one another
- * Southern troops increasingly younger and poorly equipped
- * South was devastated at the end of the war (burning of Atlanta and Richmond).
- * Disease was a major killer.
- * Combat was brutal and often man-to-man.
- * **Clara Barton**, a Civil War nurse, created the American Red Cross.
- * Women ran businesses, farms, and plantations during the war.
- * Collapse of Confederacy made Confederate money worthless.

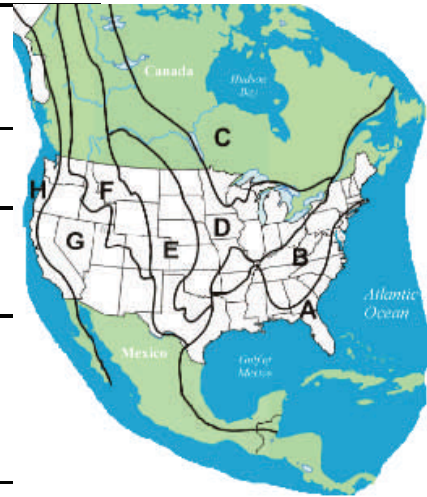
EFFECTS OF WAR ON AFRICAN AMERICANS (USI.9f)

- African Americans fought in both Confederate and Union armies.
- Confederacy often used slaves as naval crew members and soldiers.
- Union moved to enlist African American sailors early in the war.
- Paid less than white soldiers
- Discriminated against and served in segregated units
- **Robert Smalls**, Union naval captain, Congressman after war

Reconstruction (USI.10b)

- * Southern military leaders could not hold office.
- * Southerners resented northern "**carpetbaggers**" who took advantage of the South.
- * African Americans held public office.
- * African Americans gained equal rights as a result of the **Civil Rights Act of 1866**, which authorized the use of federal troops for its enforcement.
- * Northern soldiers supervised South.

What are the geographic regions of North America?	Where are the geographic regions of North America located?	What are some of the physical characteristics of the geographic regions of North America?
A. Coastal Plain	Along the Atlantic Ocean and Gulf of Mexico	Broad lowlands providing many excellent harbors
B. Appalachian Highlands	West of Coastal Plain, extending from eastern Canada to western Alabama, includes the Piedmont	Old, eroded mountains (oldest mountain range in North America)
C. Canadian Shield	Wrapped around Hudson Bay in a horseshoe shape	Hills worn by erosion and hundreds of lakes carved by glaciers, holds some of the oldest rock formations in North America
D. Interior Lowlands	Located west of the Appalachian Mountains and east of the Great Plains	Rolling flatlands with many rivers, broad river valleys, and grassy hills
E. Great Plains	Located west of Interior Lowlands and east of the Rocky Mountains	Flat land that gradually increases in elevation westward; grasslands
F. Rocky Mountains	Located west of the Great Plains and east of the Basin and Range	Rugged mountains stretching from Alaska almost to Mexico; high elevations; contains the Continental Divide which determines the directional flow of rivers
G. Basin and Range	Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades	Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America
H. Coastal Range	Rugged mountains along the Pacific Coast that stretch from California to Canada	Contains fertile valleys



- Bodies of water (US1.2c) -**
1. support interaction among regions
 2. form borders
 3. create links to other regions.

What are the major bodies of water in the United States? (US1.2c)

Oceans - An ocean is a large body of salt water that surrounds a continent. Oceans cover more than two-thirds of the Earth's surface. The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world.

1. The **Pacific Ocean** (see map) was an early exploration route.
2. The **Atlantic Ocean** (see map) served as the highway for explorers, early settlers, and later immigrants.

Rivers - A river is a large, flowing body of water that usually empties into a sea or ocean.

1. **Mississippi and Missouri Rivers** were the transportation arteries for farm and industrial products. They were links to ports and other parts of the world.
2. **Ohio River** was the gateway to the west
3. **Columbia River** was explored by Lewis and Clark
4. **Colorado River** was explored by the Spanish
5. **Rio Grande** forms the border with Mexico

Point to each river on the map. →

Lakes - A lake is a large body of water surrounded by land on all sides. Inland port cities grew up in the Midwest along the **Great Lakes**.

Point to the Great Lakes on the map. →

Gulfs - A gulf is a part of the ocean (or sea) that is partly surrounded by land (it is usually larger than a bay.) The **Gulf of Mexico** (see map) provided the French and Spanish with exploration routes to Mexico and other parts of America. **Point to the Gulf of Mexico on the map.** →

What are the names of the seven continents? (US1.2a)



GEOGRAPHY

USI.2a

land masses
continents

USI.2b

distinctive characteristics
geographic regions
harbors
horseshoe
erosion
glaciers
formations
elevations
directional flow
rugged mountains
fertile valleys

USI.2c

access
interaction
transportation
settlement
immigrants
gateway
inland port
transportation arteries
industrial products
exploration route

EARLY CULTURES

USI.3a

dispersed
environments
Inuit
inhabited
characterized
climate
grasslands
forested

USI.3b

basic needs
harvested
resources
environment

EXPLORATION

USI.4a

European countries
competition
obstacles
accomplishments
motivating forces
empire
superiority
navigational tools
starvation
adequate
exchanged goods
claimed territories
voyages of discovery

USI.4b

cooperation
conflict
cultural interaction
conquered
enslaved
Christianity
farming techniques
technologies
crops

USI.4c

arousing
impact
Portuguese
metals

manufactured goods

COLONIAL PERIOD

USI.5a

economic venture
separatists
Church of England
religious persecution
faith
interference
Georgia
debtors' prisons
New World

USI.5b

reflected
geographical features
natural resources
social life
hilly terrain
jagged coastline
moderate summers
economy
naval supplies
craftsmen
village
separatists
civic life
coastal lowlands
livestock grain
unskilled/skilled workers
diverse lifestyles
diverse religions
market towns
Piedmont
humid climate
plantations
cash crops
wood products
mansions
indentured servants

USI.5c

social position
predominantly
labor
caretakers
passage
contract
native
slave traders

USI.5d

maintain control
impose
raw materials
political relationships
appointed
king
proprietor
colonial legislatures
monitored
colonial governors

REVOLUTION

USI.6a

rebellious
world power

imposed taxes

revenue
dissatisfaction
hampered

USI.6b

revolutionary movement
independence
democratic government
natural rights
inherent rights
derives
liberty
pursuit of happiness
expressed
John Locke
natural rights
property
limited
specific powers
consent
philosophies
unalienable rights
violates

USI.6c

individuals
championed
commander
Continental Army
outspoken
House of Burgesses
inspired
patriotism
prominent member
journalist
Patriot
colonists
taunting
delegates
promote
armed conflict
surrender at Yorktown

USI.6d

capable leadership
principles
beliefs

CONSTITUTION

USI.7a

weak national government
currency
regardless

USI.7b

federal system
written guarantee
individual rights
basic principles
separation of powers
structure
separate branches
two-house legislature
determines
checks and balances
author
freedom of speech
freedom of religion

USI.7c

opposing views
creation
states' powers

development of industry

national scale
national bank

USI.7d

national issues
accomplishments
federal court
political parties
initiated
national capital
astronomer
surveyor
two-party system
administration
interfere
Western Hemisphere

SECTIONALISM

USI.8a

exploration
underwent vast
territorial expansion
territories
independent republic

USI.8b

migration
geography
economic opportunity
population growth
availability
logging
runaway slaves
canals
steamboats
overland trails

USI.8c

industrialization
equipment
farming society
inventions
new technologies
cotton gin
cultivate
reaper
productivity
steamboat
steam locomotive

USI.8d

abolitionists
suffrage movement
equal rights
abolitionist movement
morally wrong
cruel
inhumane
violation
deprived
right to vote
educational opportunities
higher education
equal opportunities
right to own property
campaign

CIVIL WAR

USI.9a

constitutional differences
issues
increasingly
urban society

agricultural society
manufacturing region

tariffs

foreign competition

southerners

manufactured goods

planters

states' rights

strong central government

USI.9b

self-protection
union
supreme
moral reasons
compromises

resolve

slave state

free state

popular sovereignty

southern secession

seceded

confederate

USI.9c

labor-intensive cash crops
border states

USI.9d

unavoidable
preserve the Union

USI.9e

topography
critical elements
repelled
invasion
blockade

USI.9f

home front
harsh

exposure

pitted

poorly equipped

devastated

Atlanta

brutal

man-to-man

collapse

enlist

discriminated against

segregated units

feats of bravery

Heroism

RECONSTRUCTION

USI.10a

guarantee equal protection
basic provisions
equal protection under law
ensures

race

color

previous condition of

servitude

USI.10b

reconstruction
resented
carpetbaggers
authorized
enforcement
supervised